Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*
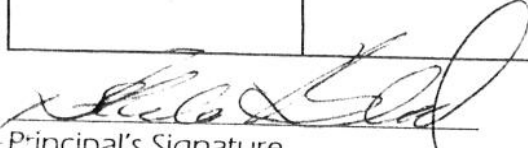
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School __Bonneville High__   District __Weber__

Target Group:(whole school, entire class) __Class of 2006 With GPA between 2.0 & 2.9 at the end of 1st Semester__

Target Group selection is based upon the following data/information/school improvement goals: __Responsible Citizenship, and Lifelong Learning.__

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
-Identify any issues/concerns within the target group. -Improve academic performance -Improve attendance -Demonstrate an understanding of the importance of personal skill & attitudes to job/future success	ASCD: Academic Development Domain A: B1.1 C: A2.7 DRDL: Students demonstrate individual responsibility by attending class regularly and on time. Students demonstrate mastery of basic skills by passing the UBSCT.	Various inter-actions on an individual basis.	Counselors Counseling Intern Secretaries	The change in GPA and Attendance Loss Performance on the UBSCT	Jan 2004 May 2006 Continue to work with same group next year. Interventions-Personal contact with students. Career/Intern Aide to conduct small group career guidance.	94 Students

_____   ___5-24-05___   _____   Teddie Endow, Mary Finan
Principal's Signature   Date   Date of Staff Presentation   Cynthia Fonseca, Tom Marcheschi
*adapted from the ASCA National Model: A Framework for School Counseling Programs   Prepared By

ENTERED

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School __Bonneville High__   District __Weber__

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All Counselors Counseling Intern	Class of 2006 with a GPA between 2.0 & 2.9 at the end of the 1st semester of their 10th grade	-Pre Survey results -UBSCT results -Quarterly grades -Quarterly attendance - Ed line	Aug 2004 May 2005	94 Students	That interventions with students would result in an increase of their GPA and a decrease in their attendance loss.	GPA Increase 38 Same 7 Decrease 49 Attendance Loss Increase 59 Same 22 Decrease 7	Interventions were not as effective as predicted. However, there were extenuating circumstances not taken into account, i.e. -Special Education Students -The level of difficulty of course work -Student achieve-ment is linked to student interest **SEE BACK**

_____   _____   _____

Principal's Signature   Date   Date of Staff Presentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Teddie Endow, Mary Finan
Cynthia Fonseca, Tom Marcheschi
Prepared By
**Include actual numbers and attach data, examples and documentation

Utah CGP—Individual Planning: SEOP Guidance Activities Action Plan 2004-2005* (Small Groups)

School __Bonneville High School__   District __Weber__

Target Group: __Student referred to the Options Programs__

Target Group selection is based upon the following data/information/school improvement goals: _Responsible Citizenship, Effective Communication, Lifelong Learning_

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students actively participating in the OPTIONS Program(s) will improve academic performance.	ASCA Standard A - Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span	Students will receive Teacher Mentor help through the OPTIONS Program. Students will be identified through self-referral, teacher/administrative referral or through the SEOP Process	Teachers for afterschool OPTIONS program. 2nd Period teacher for OPTIONS 1st semester.	Compared grades each quarter from initial contact with students through the end of the year, or when services are no longer required or requested by student.	Sept. 2004 — May 2005	Variable

Principal's Signature _____   Date _5-24-05_   Date of Staff Presentation _____   Prepared By _Counseling Staff_

*adapted from the ASCA National Model: A Framework for School Counseling Programs
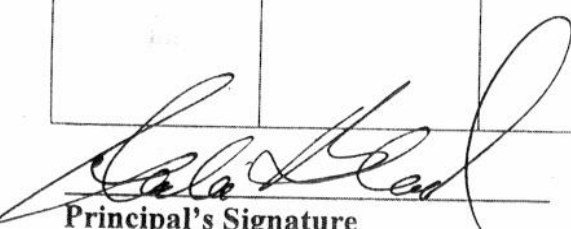
ENTERED

Utah CGP—Individual Planning: SEOP Guidance Activities Results Report 2004-2005*

School __Bonneville__   District __Weber__

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
MARY FINAN TEDDIE ENDOW Tom Marcheschi, Cynthia Fonseca	Students referred to either "OPTIONS" Program	- Edline - School Planners - Teachers utilized organizational techniques - Study skills Implementation	School Year	21	OPTIONS STUDY HALL: Perception of Adm. and Community (parents) that a Study Hall class would be beneficial to student success. After-School Mentoring After referral, mentoring is student-initiated after teacher Introduction. Student is responsible to make arrangement with teacher. Individual attention Achieves better results	Little or no change due to lack of specific curriculum	Need Specific curriculum (ie: study skills, skills for success, etc.)

Principal's Signature   _Date_   _Date of Staff Presentation_   Couns. Staff _Prepared By_

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Option Study hall

of Students : 12

students transferred: 4 $\longrightarrow$ Total Students: 8

of students G.PA Increased: 1 / # Attendance Loss Decreased: 0

# of students G.PA Decreased: 7 / # Attendance Loss Increased: 5

Attendance Loss same : 3

of students on-line graduation: 0

# of students decreased failing grades: 2

# of students Increased failing grades: 5

# of students failing grades stayed same: 1

U.BSCT	(Passing)	(Not Taken)
Math	1	1
Reading	5	1
'riting	3	2

Mentoring

of Students : 9

students transferred: 2

of Students G.PA Increased: 3 / Attendance Decreased: 0

# of students G.PA Decreased: 4 / Attendance Increased : 2

Attendance Same : 5

# of Students on-line graduation: 3

# of Students decreased Failing grades: 1

# of students increased Failing grades: 2

# of students failing grades stayed same: 1

BSCT	(Passing)	(Not Taken)	(Not Applicable)
Math	5		
Reading	6		
Writing	5		1

Utah Comprehensive Guidance Program Closing the Gap AND Curriculum Action Plans 2004-2005

School: Fremont High School   **District:** Weber School District

Target Group: *Entering Sophomore class of Fremont High School (576 students)*

Target Group Selection is Based upon the Following Criteria: *Based on the evaluation of prior years performance of sophomores.*

Data Driving This Goal: *Based on the evaluation of prior years performance of sophomores*

Intended Behavior	Student Competency, ASCA Standard, and Desired Result for Student Learning	Activity to be Delivered, In What Manner?	Resources Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will: Understand ways to succeed while as new sophomores at Fremont. Decrease number of classes failed in their first semester at Fremont High School. Increase student connection to Fremont High as they transition from Junior High.	DRSLs: Citizenship Numeracy/Literacy (if applicable) ASCA Standards: Academic standards: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan. Students will complete school with the academic preparation essential to success after school. Students will understand the relationship of academics to the world of work.	1. Invite incoming Sophomores to participate in the "Sophomore Smart Start" activity before school. 2. Have recommended students participate in the Silverwolf Camp (a transition group) 3. Do Individual SEOPs for all sophomore students and parents at the beginning of the year. 4. Go into the classroom at the first of the year to do a sophomore orientation about EO hour, tutoring available, etc. 5. Sophomore assembly first week of school which include dress code, cell phone use, other policies as well as extracurricular information.	Counselors will revise calendar to fit in guidance curriculum component and SEOPs.	Percentage of students not on-line to graduate at beginning and after 2nd semester during the Sophomore year in comparison to Sophomore classes prior to this year.	Start: August 2004 End: June 2005	596 students

Principal's Signature _____

Date: 6/10/05

Date of Staff Presentation _____

Prepared By: Kim Deamer

Utah Comprehensive Guidance Program Closing the Gap and Curriculum Action Plan Results 2004-2005

School: Fremont High School

District: Weber School District

Target Group	Curriculum and Materials	Start/ End Date	Process Data (number of students affected)	Percep tion Data	Results Data	Implications
576 Sophomore students	1. Invite incoming Sophomores to participate in the "Sophomore Smart Start" activity before school. 2. Have recommended students participate in the Silverwolf Camp (a transition group) 3. Do Individual SEOPs for all sophomore students and parents at the beginning of the year. 4. Go into the classroom at the first of the year to do a sophomore orientation about EO hour, tutoring available, etc. 5. Sophomore assembly first week of school which include dress code, cell phone use, other policies as well as extracurricular information.	Start: Aug 2004 End: May 2005	1. We sent letters home to invite students to participate In Smart Start and Silverwolf Camp. 110 students participated in Smart Start. 2. 32 students participated in Silverwolf Camp. 3. Sophomore SEOPs were done in October individually. 76 % completed during this timeframe, with 71% parent attendance. 4. 96% of all sophomore students participated in the sophomore orientation curriculum presented by counselors. 5. Most sophomore students participated in the Sophomore assembly	None	Of the 576 Sophomores: Students began their sophomore year at 11% off-line. By the end of the first semester, only 14% of sophomores were offline. In comparison, two years ago, Sophomores came in off line at 25% and at the end of first semester, 42% were offline.	Students coming in better prepared obviously have influenced the results of this study. However, the increased number of students involved in the Sophomore smart start, the change in the guidance curriculum component and the SEOPs at the beginning of the year with high parental involvement has made a difference in the success of students.

Principal's Signature

6/10/05
Date

Date of Staff Presentation

Kim Deamer
Prepared By

Richard Shepherd

From:	"Richard Shepherd" <rshepherd@weber.k12.ut.us>
To:	"Kim Deamer" <kdeamer@fhs.weber.k12.ut.us>
Cc:	"Karen Phillips" <kphillips@fhs.weber.k12.ut.us>
Sent:	Wednesday, June 08, 2005 3:35 PM
Subject:	Re: data project

Hello Kim and Karen. The potential problems I see (from the USOE's viewpoint) with combining your two projects on one form are:
  the CtG project should deal with a small population (perhaps the 32 kids in Silverwolf camp or the 110 in "Smart Start), but, your results talk about all 576 Sophomores). That would be the large population targeted for the other project, which you have labeled "curriculum." The state's form actually calls the large group project "SEOP Guidance Atctivities." There is no way to differentiate between results as they apply to the 32/110 kids and the entire class of 576 students. In essence it is one project as you have turned it in.

I will see if I can get a signature from one of your administrators before I send your project in. I was able to talk to Tom Sachse today and explained the reason for combining the projects.

Rich
----- Original Message -----
From: "Kim Deamer" <kdeamer@fhs.weber.k12.ut.us>
To: <rshepherd@weber.k12.ut.us>
Sent: Tuesday, June 07, 2005 4:24 PM
Subject: Re: data project

Karen should have taken care of the signature part on the form. We were doing 2, but Karen actually threw out the data from the project in a fit of zealous cleaning. So we combined both projects as it is labeled on the form since it was BOTH an action project AND a curriculum project. I won't be in the building again until August. Karen will be in the week of June 20th I think. Sorry.
KD

C. Kim Deamer, Counselor
Fremont High
1900 N. 4700 W.
Plain City, UT 84404
801-452-4000
>>> "Richard Shepherd" <rshepherd@weber.k12.ut.us> 06/06/05 12:12 PM >>>
Hello, Kim. I left a message on your phone at FHS, but was not sure when you might get it. I started going through the data projects today and noticed that there was only one project in the FHS folder and it was not signed by a principal from Fremont. Can you fax me a signed copy? And, did you complete a second project? Thanks.

Utah CGP-Guidance   ivities Action Plan (Large Group) 2004-2005
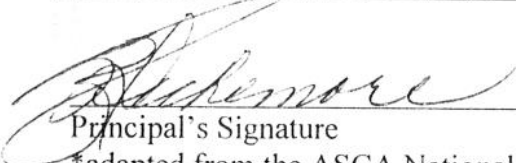
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE June 15, 2005.

School: Roy High School   District: Weber School District

Target Group: (Whole school, entire class) Tenth Grade Class

Target Group selection is based upon the following data/information/school improvement goals: Students will learn effective resume writing, correct procedure for completion of job application, take a career interest survey and develop job interview skills.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for student learning.	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders….	Start/End Dates	Projected # of Students Impacted
Students will learn effective resume writing, fill out a job application, do a career interest survey and learn job interview skills.	ASCA Career Development Standard A: Student will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. C:A1 Develop Career Awareness C:A1-3,C:A1-5C:A1-9, C:A2 Develop Employment Readiness C:A2-6 Standard B: Students will employ strategies to achieve future career goals. C:B1 Acquire career information.C:B1-1, C:B-2, C:B1-5 C:B2 Identify Career Goals C:B2-4	Counselor presentations in English 10 classes on career awareness, resume writing and job application. Students completed a career interest survey, wrote a personal resume, and completed a job application.	Informed teachers and enlisted their support. Counselors collaborated on curriculum to be presented. CTE coordinator purchased curriculum and review presentations. Copies of U.S. Work World curriculum. Handouts for students.	Pre and Post test to determine knowledge gained from presentations. Students will submit resumes and job applications to English teachers for correction. Teachers will reinforce resume writing skills and job application skills.	Nov.2 - 19, 2004	522/1390 or 34.4% of student-body

_____   May 11, 2005   Oct 15, 2005   Betty Pace, M.Ed Rayito Putnam, M.Ed

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs.

ENTERED

UTAH CGP – IND.PLANNING: SEOP CLOSING THE GAP RESULTS REPORT 2004-2005
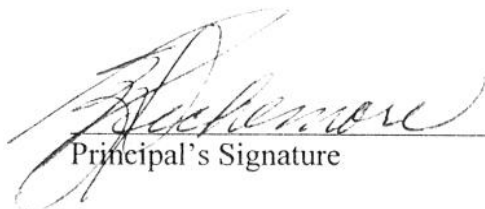
Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE June 15, 2005.
School: Roy High School   District: Weber School District
Target Group: (Whole school, entire class) Tenth Grade Class
Target Group selection is based upon the following data/information/school improvement goals: Students will learn effective resume writing, correct procedure for completion of job application, take a career interest survey and develop job interview skills.

Counselors	Target Group	Curriculum & Materials	Start Date End Date	Process Data (Number of Students Affected)	Perception Data (Pre and Post test competency attainment or student data)	Results Data (How did the student change as result of the lesson or activity).	Implications (What did the data tell you).
Counselors: Calene Lucero,l Ellen McDougal Betty Pace Rayito Putnam Sharon Kamp	Entering Sophomore class.	US Work World- School to Work Curr.	Nov. 2-19, 2004	513 Students	17 % increase of knowledge on Pre/Post test.	New awareness of importance of career planning , resume writing, and job applications. More career interest clarification measured by comments during Reality Town.	Data tells us that students improved their understanding of career awareness and the real world. Data tells us that this is a worthwhile activity.

Principal's Signature

May 11, 2005
Date

Oct 25, 2005
Date /Staff Presentation

Betty Pace, M.Ed.
Rayito Putnam, M.Ed.
Prepared by

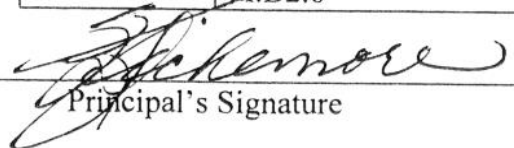# Utah CGP-Closing the Gap Acti   Plan (Small Group) 2004-2005

Develop this   . at the beginning of the school year and include a copy with ᴛʜᴇ results Report due to USOE by June 15, 2005

School_Roy High School _____ District_Weber School District _____

Target Group:_ Students reading below 6ᵗʰ grade level _____
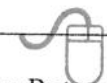
Target Group selection is based on the following data /information/school improvement goal:_ Our goal is to improve reading level of students reading belov 6ᵗʰgrade level as per school improvement goals. The data was gathered from testing students in English classes using the STARS Reading Test first and again after being placed in the Reading 180 class using the SRI (Scholastic Reading Inventory

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity)or Intervention	Resources/Staff Development Needed	Evaluation Method How will you measure Results? e.g. "From sample classrooms of tenth grader…"	Start/End Dates	Projected # of Students Impacted
Reading 180 – objective : Improve reading level of students reading at or below a sixth grade level.	Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A-1 Improve academic concept: A: A1-3, A:A1-4, A:A2 Acquire skills for improving learning A:A2.2, A:A2.3, A:A2.4 A:A3 Achieve School Success A:A3.1, A:A3.2,A:A3.4 Standard B: Students will complete school with the academic preparation essential to choose from a wide range of post secondary options. A:B1 Improve Learning A:B1.1, A:B1.3, A:B1.5 ,A:B1.6, A:B1.7 A:B2 Plan to Achieve Goals A:B2.6	Ninth, tenth, and eleventh grade students tested using STARS Reading Test. Counselors placed students reading below sixth grade into Reading 180 Students in Reading 180 re-tested (Pre-test) using SRI (Scholastic Reading Inventory Test) to give a base line for measuring improvement.	Two teachers trained for Reading 180. Reading 180 Curriculum was purchased STARS test administered to all 9ᵗʰ 10ᵗʰ & 11ᵗʰ graders to find low end readers to put in the Reading 180 program	Pre and post assessment using the SRI (Scholastic Reading Inventory)	Aug.25, 2004 To May 13, 2005	121 students grades 10-12 or 17% of the student body of Roy High School

Blickemore _____
Principal's Signature

August 25, 2004 _____
Date

Aug 23, 2004 _____
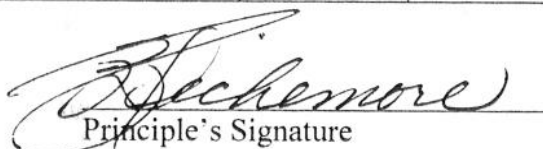Date of Staff Presentation

Rayito Putnam & Betty Pace
Prepared By

ENTERED

School __Roy High School_____   District ___Weber SchoolDistict_____

Counselors and Teachers	Target Group	Curriculum And Materials	Start Date End Date	Process Data: Number of students affected	Perception Data: Pre and post test competency attainment of student data	Results Data: Changes in behavior, grades, attendance, including achievement related data	Implications: What does the data tell you? What can the student do with this now?
Calene Lucero Ellen McDougal Betty Pace Ray Putnam Sherl Eggett Cheri Bryan	Tenth, Eleventh, & Twelfth graders reading below a sixth grade level	Reading 180 curriculum, SRI (reading inventory), STARS Reading Test Writing Lab computers for testing.	Aug. 25, 2004 to May 13, 2005	121 Students reading below the 6th grade level	The data from the pre and post test assessment showed substantial gains in reading performance for over half of the students enrolled in the Read 180 program. Improvements ranged from a 25 Lexile to over 1000 Lexile points. Some of the students that were not successful had major attendance problems, and two students that were severely intellectually impaired saw no improvement.	69 of the 121 students enrolled in the program (57%) of students improved their reading level by 25 Lexile up to 1000 Lexile points.	57% of students in the Reading 180 program improved their reading by one to 7 grade levels. One student went from pre reading level to 7th grade reading level. The data generally met the claims made by Scholastic for their Reading 180 curriculum. It is predicted that the students that took advantage of this program will now improve their grades in other subjects.

(signature)
Principle's Signature

May 18, 2005_____
Date

August 21, 2004_____
Date of Staff Presentation

Rayito Putnam & Betty Pace
Prepared By

Utah CGP - Guidance Activities Action Plan (Large Group) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School __Two Rivers High School_____ District __Weber County__

Target Group (whole school, entire class) __All Students at Two Rivers High School__

Target Group selection is based upon the following data/information/school improvement goals __In Keeping with our Counseling/__ School goal to expose all students to Comprehensive Guidance concepts. We have pushed to require all TRHS students to complete .25 credit of Critical Work Skills class.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Completion of Credit in Critical Work Skills class.	Students will improve their skill in locating & evaluating job information. or — improvement of Skills in decision making, career planning etc. or — Self Knowledge enhancement, or all Three!	— Lessons or Resumé writing, interviewing, career planning — Special Speakers from Workforce services, etc. — Videos on goal setting, priorities etc.	— Curriculum for Instructor (Counselor loaned Instructor "world of work" text at outset) — Changed class name to "Career Exploratn. + Orientation" due to work component of Crit. Wk. Skills course.	— Simply Tallying amount of credit earned in the two classes for the year.	Aug. 25, '04 till June 3, '05	Perhaps 250 ?

No formal Presentatn. — Ongoing discussions

Principal's Signature _____ Date __June 7, 2005__ Date of Staff Presentation _____ Prepared By __Brad V. Johnson__

*adapted from the ASCA National Model: A Framework for School Counseling Programs

School __Two Rivers High School__ District __Weber County__

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data Number of students affected**	Perception & Data Pre and post test competency attainment or student data**	Results Data changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Brad V. Johnson	All Students enrolled in Critical Wk Skills & Career Exploratn + Orientation Classes.	Mr. Whitaker finally adopted a CTE curriculum for both CWS + Car. Expl. + Orientatn Class. (Much in common with Comp (Gd mat))	Aug. 25, '04 to June 3, '05	321 students were enrolled in Career Ex. + Orient. + 132 enrolled in Critical Wkplace Skills. (453 enrolled in the 2 classes)	205 of the 453 Students actually earned credit in one or the other class. (45 percent Success rate)	Fairly consistent attendance & persistent effort was required of those who earned credit.	- This class was our most successful means of disseminating Comp. Gwd. concepts. - The pass/fail ratio was one of the best at TRHS this year! (04-05)

__Principal's Signature__ __June 7, 2005__ __Date__

No formal Presentatn.
- Ongoing discussions
Date of Staff Presentation

__Brad V. Johnson__
Prepared By

adapted from the ASCA National Model :A Framework for School Counseling Programs

** Include actual numbers and attach data, examples and documentation

Utah CGP– Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Two RIVERS High School_   District _Weber County_

Target Group: _Advisory Students_

Target Group selection is based on the following data/information/school improvement goal _One of our school goals is to expose all TRHS Students to Comprehensive Guidance concepts_

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
To have all TRHS Students earn Advisory Credit. (Evidence of their being exposed to a substantial amount of Comp. Guidance Concepts.)	Either: 1. Enhanced Self Knowledge or 2. Educational & Occupational Exploration or 3. Career Planning (At least one or more)	1. Advisory lessons. 2. "e-Choices" activities; 3. ASVAB Test & Interpretatn. 4. Career Day 5. Character Ed videos. 6. Special Speakers – (finances, "time Line" etc)	1. Teacher Training on Advisory lessons & activities. (Accomplished In weekly faculty mtgs. by counselor) 2. Resource books Ordered & distributed with Comp. Guid. funds for all advisors.)	Simple tabulation of the amount of Advisory credit given. (We needed a base-line since we're a 1st year school.)	August 25, 2004 thru June 3, 2005.	Perhaps 100 or more...

Principal's Signature   Date _June 7, 2005_   Date of Staff Presentation _August 25, 04 – Then weekly at faculty mtg._   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

School __Two Rivers High School__   District __Weber County__

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data. Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brad V. Johnson	All Advisory Students at TRHS.	"Teen Power" by Sean Workman & "Why try" by Christian Moore & "Everyday Heroes" by Beth Johnson	Aug. 25, 2004 – thru June 3, 2005.	Of the 468 Students enrolled at TRHS 04-05, __59__ earned Advisory Credit.	* No previous data available 1st Year School. This years statistics are our "baseline".	Since Advisory Class only meet one pd. per week. only. Scr. was available to Advisory Students, class was seen Credit Completn required fairly regular attendance & persistent effort by Students.	1. More credit was earned later th School year Than earlier. (Early on Advisory class was seen as optional – not required.) 2. Next year Advisory must be seen as a Required class for graduation !

Elaine B. Jansen   _June 7, 2005_   _Aug. 25, 2004 – thru Weekly_   _Brad V. Johnson_
Principal's Signature   Date   Date of Staff Presentation at Fac. Prepared By